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Beyond Inclusion! Inclusive Programming Options

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Beyond Inclusion: Inclusive Programming Options

11 Ideas for Inclusive Programming

Dr. Wendy Dover Balough

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Remember, It's All About ACCESS!

- Even IDEA-2004 doesn't specify INCLUSION...
- IDEA-2004 specifies ACCESS TO THE GENERAL CURRICULUM!
 - Right of entry
 - Admission
 - Right to use
 - Introduction
 - Contact
 - Way in
 - Entrance
 - Entry
 - Approach
 - Gateway
 - Opening



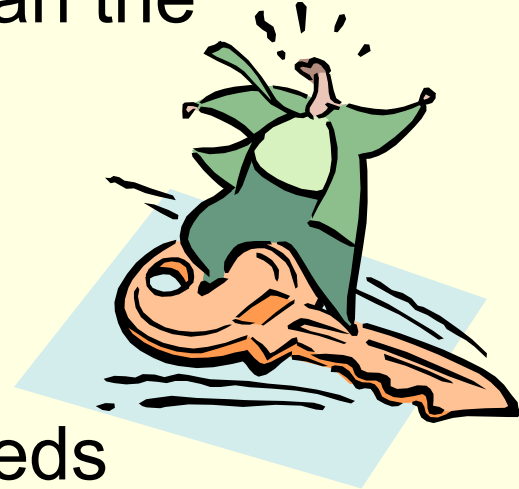
Inclusion has always intended...

- A connection to the general curriculum
- A problem-solving environment
- Collaboration and involvement from ALL the adults (“full school” program)
- The belief that all students can benefit
- Expectation of effective and ongoing communication and information sharing



Inclusion Intends... (continued)

- Starting on the “inside” rather than the “outside”
- The use of research-based strategies, practices, models
- The best use of resources
- A real effort to meet a child’s needs
- Accommodations and differentiation that facilitates appropriate learning, progress, and benefit



Inclusion Benefits

- Access to the general curriculum
- Greater opportunity to interact
- Higher expectations
- Peer role models
- Greater acceptance of differences
- Respect and understanding
- Shared resources

There is no research that shows negative effects when it's done right!



Nothing Is Free!

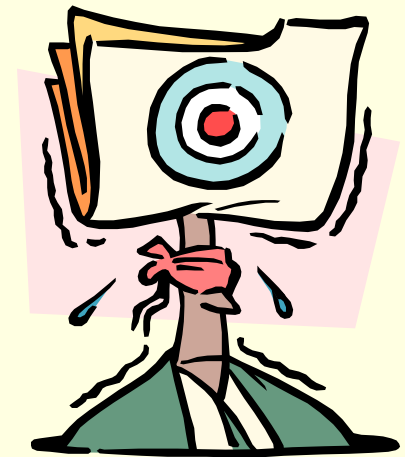
- Acknowledge inclusion has an impact

- Good or bad, change packs a punch!

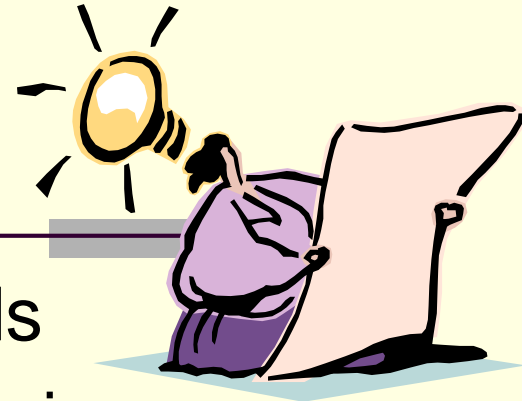
It's like the stages of GRIEF!

- Denial
 - Bargaining
 - Anger
 - Sadness
 - Resignation
 - Acceptance
 - Renewal

- Includes loss of identity, certainty, meaning, clear direction



Driving the Point Home!



- Inclusion is not a place we put kids
 - Special Ed. is not place, but a service
- Inclusion is not one model
- Inclusion is change and change has impacts
- Inclusion happens when teachers communicate, collaborate, and work together
- All students are to be tied to the general education curriculum (some more loosely than others!)

Option #1

- Involve and inform principals
 - This is the key to successful inclusion!
 - *Tips for Fostering Administrative Support*



Option #2

- Take the “mystery” out of special education delivery – Define it! – Organize it! - Share it!
 - How are services being provided?
 - Direct and Indirect
 - How are staff being used?
 - What does the Continuum of services look like in your district and school?



Special Education Service Delivery

General Classroom Services

Consultation: Information Sharing Problem Solving Coaching
Collaboration: Co-Teaching Assistant Supported Instruction

Pull-out Services and Support

FROM A LITTLE TO A LOT!

Direct Instruction Academic Support Social Skills
Support/Study Strategies Transition Skills

Separate Classroom Services

Direct Instruction Behavior Instruction
Social Skill Instruction Content Instruction
Access to the General Curriculum

Alternative Setting

Homebound

Special Education Service Delivery



General Classroom Services

Pull-out Services and Support

Separate Classroom Services

Alternative Setting

Homebound

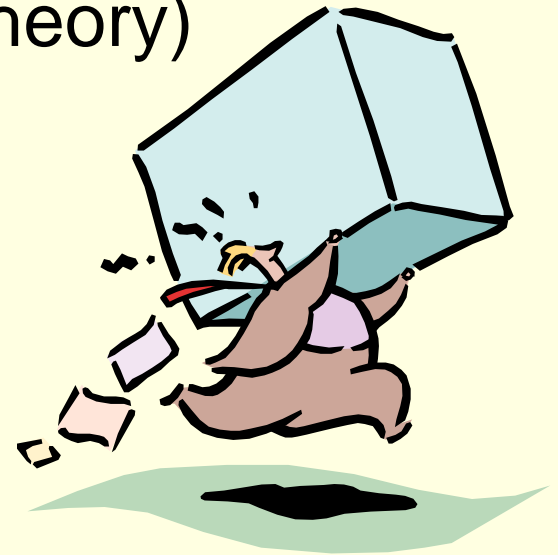
Option #3

- Clarify overall **INCLUSIVE ROLES AND RESPONSIBILITIES**
 - I don't mean for co-teaching!
 - Customize the example and share with both SpEd and GenEd staff
 - This works at a district-level, building-level, or program-level

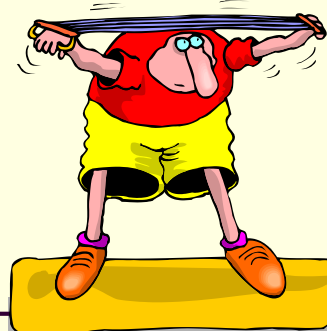


Option #4 Use What You Have!

- Look at available resources - how they are/could be used (Apollo 13 theory)
 - People
 - Materials
 - Equipment
 - Technology
 - Schedule/time
- Make “working with other adults” a part of SpEd teacher’s job description
- Think outside the box!



Resource as a Resource

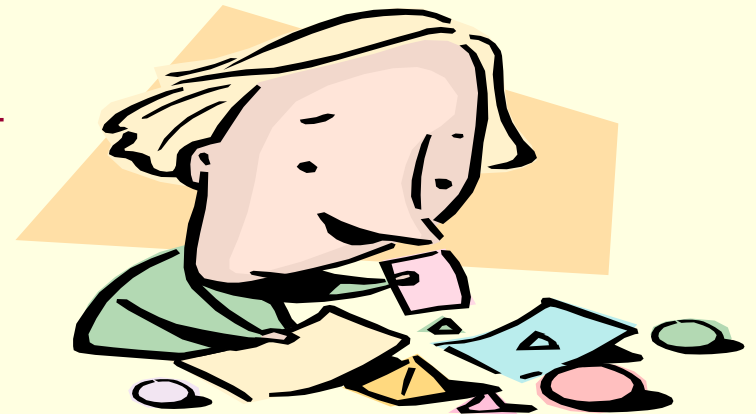


- Build capacity within your resource program
 - Consultation – Co-Teach – Pull-out
 - How much “pull-out”? Pull-out for what?
 - Require resource programs to:
 - Instruct in reading, writing, and math
 - Support general ed. curriculum
 - Write behavior plans AND social skill instruction
 - Develop sensory centers & “safe havens”
 - Provide visual schedules and write social stories
- Group and schedule students by needs (not grades, age, disability, etc.)

Option #5

Base programs and services on the needs of the students (and not on the needs or convenience of the adults)

- Sort students for pull-out and push-in using real data.
 - Inclusion Planner Form



Option #6

- Develop systems and supports for communication and information-sharing



Sharing Information – It's VERY, VERY Important!

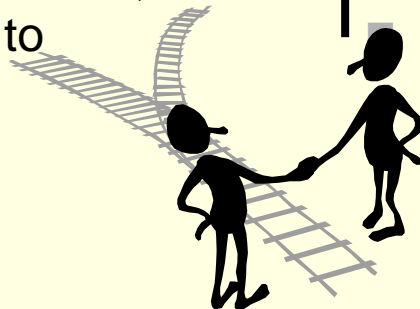
SPED Teacher has...

- Specific, individual student information
 - Present Levels
- Specific IEP information
 - Goals/objectives
 - Modifications and accommodations
 - Present level of performance
- Knowledge of areas of disability
- Strategies, interventions, resources related to areas of disability
- Student Profile

GenEd Teacher has...

- Curriculum knowledge and understanding
- Instructional information
 - Class expectations
 - Classroom measures
 - Learning and behavioral expectations
 - Grade/age comparison
- Student Developmental information (typical development)

Classroom Profile

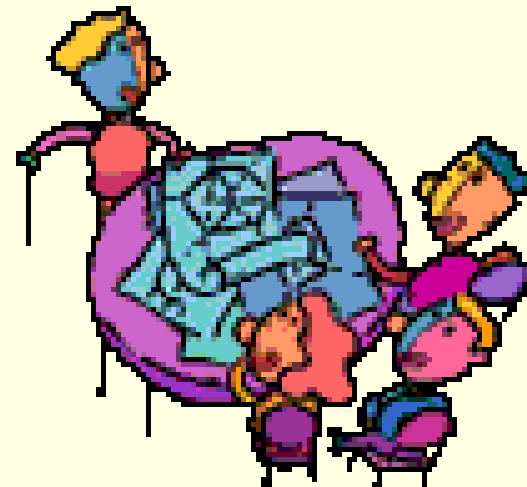


Option #7

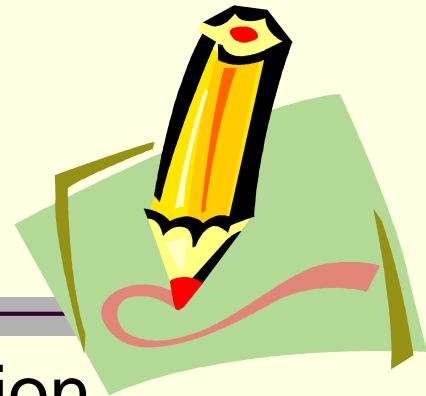
Get the general education teachers to the IEP meetings, **keep them there**, and **use** them!

- The responsibilities of the General Ed. teacher in IEP meetings should include:

-
-
-



Option #8 - Co-Planning



- A MUST HAVE for successful inclusion, consultation and co-teaching
 - structured communication for sharing information and planning
 - coordinate, collaborate and problem solve
- MUST make time for it
- MUST use a specific format or form
 - The time needed for planning will actually decrease

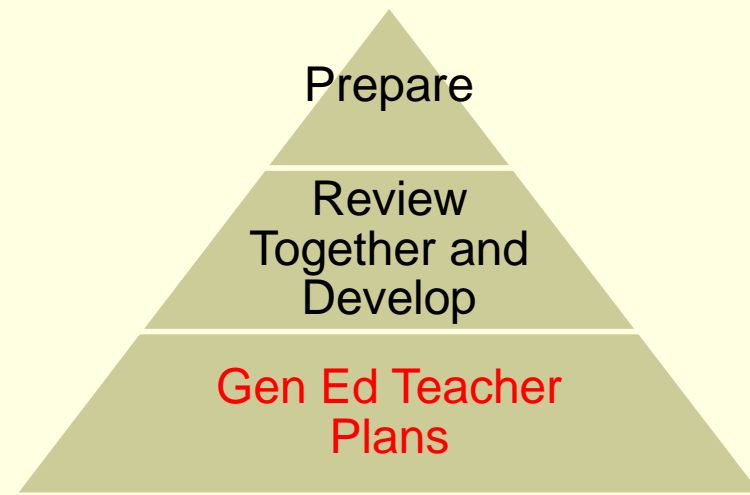
Co-Planning IS Different!

3 Stages of Co-Planning

Stage 1

GenEd Teacher plans prior to co-planning meeting

- Outline curricular content and related instructional activities

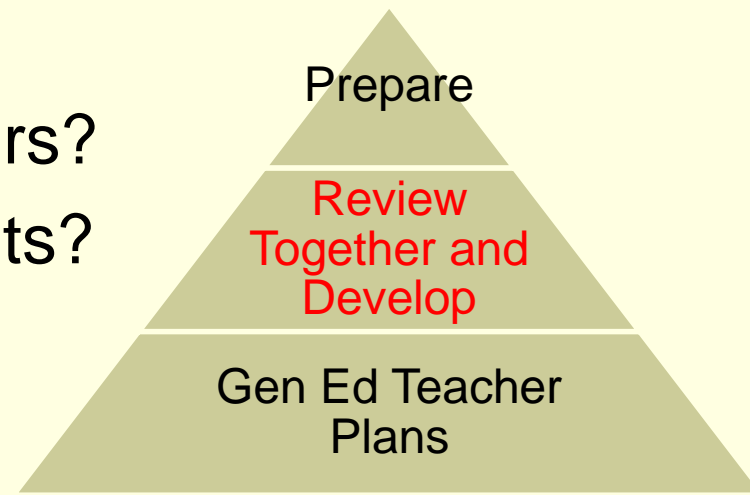


Co-Planning IS Different!

Stage 2

Both GenEd and SpEd teacher review curricular content and develop instructional activities

- Make judgments about topics, content, and activities regarding student needs
- Define changes to instruction, activities and content
- How to arrange the teachers?
- How to arrange the students?

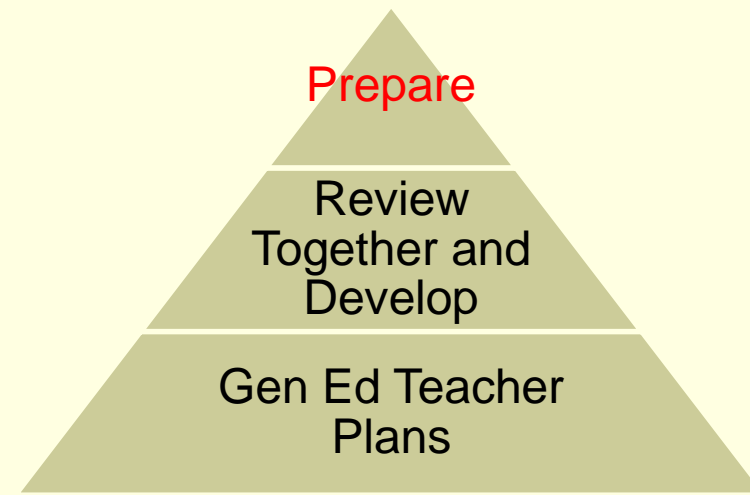


Co-Planning IS Different!

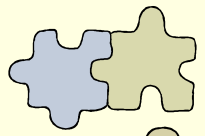
Stage 3

Both teachers prepare, then deliver

- Materials and resources
- Alternative materials and instruction
- Plans for implementation
 - Provide materials/activities
 - Push-in delivery
 - Pull-out delivery



Option #9 – Co-Teaching



- If you are going to use it, use it right!
 - Get the same training – Everyone!
 - and LOTS of it
 - Buy *Power of 2* DVD by M. Friend
 - Co-teaching or Supported Instruction?
 - 6 Co-Teaching Approaches, not just 1
 - Plan before - Co-Teaching Considerations
 - Plan during – Co-Planning formt

***If you only do whole group instruction,
co-teaching is a waste of time and talent!***

Difference Between Co-Teaching and Supported Instruction

Co-Teaching

- GenEd teacher and SpEd teacher plan together
 - Regular and scheduled planning
 - Both teachers come prepared
 - Format for planning
- Shared Instruction
- Active engagement throughout instructional time
- Use of a multiple instructional arrangement
- More of an equal partnership

Supported Instruction

- Less planning or ongoing communication may be evident
- Special Ed. personnel obviously in assisting role
- General education has primary responsible for instruction and direction
- Teach and Support/Assist is prevailing instructional arrangement
- Less of an equal partnership

Option #10 - Instructional Assistants

- Best Practice – shouldn't “co-teach”, but can do supported instruction
- Federal laws required assistants be **trained**.
 - Specific areas of disability and support
 - Behavior management
 - Confidentiality
 - Instructional strategies (“bag of tricks”)
- MUST- written list of tasks/responsibilities
- MUST- detailed schedule

Option 10 - Instructional Assistants

- Federal laws required assistants be **supervised**
 - Use Lists and Schedules for accountability
 - Assistant Duty Feedback Form
- In inclusive settings, the general classroom teacher becomes an instructional supervisor
 - Paraeducator's Brief User's Guide

Option #11

- Accommodations and Modifications

- Both should be written in the IEP and should be **specific and clear**
 - Must be communicated
 - Must be implemented – even modifications!
- Modifications change the content, accommodations don't
 - Don't let assessment decisions limit instructional decisions, especially mods
 - Something like...
 - Part of...
 - Something different...



Something Like, Part of, or Something Different



...*MORE* is needed!

...more collaboration, lead time, time to plan and prepare

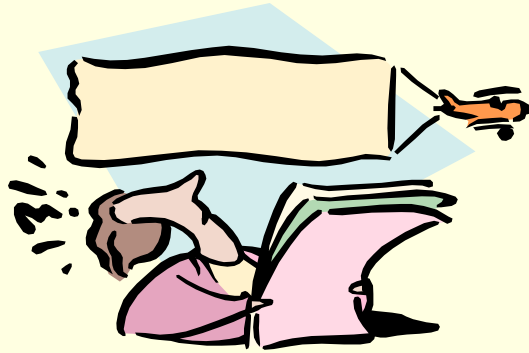
...more resources, implementation, practice/reinforcement, and ways to assess and grade

The Only Way to Make Appropriate Modifications

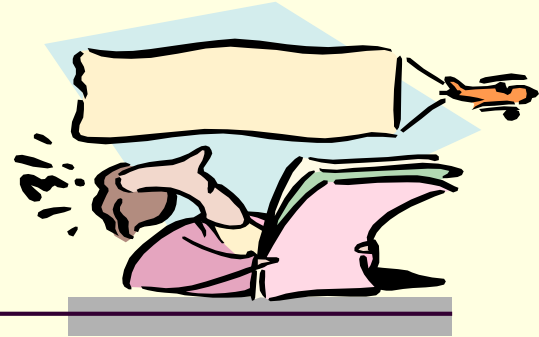
...is to plan and define **exactly what parts, standards, skills, big ideas** should be achieved by the **student or students**

How to Make Curricular Modifications

- **Start with the big picture.** Standards, course and unit orientation.
- **Target the most basic information, skills or concepts.** Choices have to be made.
- **Prioritize.** List the information, skills or concepts to be learned in order of importance, then start at the top of the list. You not get mastery on the whole list.
- **Back up to go forward.** Activate prior learning - connect new learning to something the student already knows or understands, then move forward.
- **Increase the Odds.** Reinforce information increase memory and recognition factor by teaching key vocabulary and concepts.



How to Make Curricular Modifications



- **Key to concrete or tangible examples, application and practice.**
- **Repetition is necessary.**
- **Choose information that relates to real life or a necessary skill** that the student will need to know or use. Infuse basic skills whenever possible.
- **Avoid creating mountains in the Dead Sea.** Don't get stuck concentrating on meaningless isolated skill attainment. Use task analysis to fill in the gaps.
- **Facilitate partial or Flexible participation** Parts of what everyone else is doing may be very appropriate
- **Use research-based interventions and strategies** to increase comprehension and vocabulary recognition and association.

Some Realizations are...

Not all students will or should...

- Learn all of the content
- Do all of the assignments or instructional activities
- Be graded the same way

All student should...

- Be exposed to basic concepts – *have access*
- Have meaningful instruction
- Progress, to the extent possible and appropriate

That's It! What Do I Do First?

- If **ONE** thing changes, everything changes!



Remember, It's All About ACCESS!

- No one ever increased access by being removed!

- IDEA-2004 specifies ACCESS TO THE GENERAL CURRICULUM!

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What Questions Do You Have?

